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**Department of  
Education &  
Workforce**

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# SUPPORTING GIFTED AND ADVANCED LEARNERS



Department of  
Education &  
Workforce

# TODAY'S PRESENTER:

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# GIFTED EDUCATION IN OHIO OVERVIEW

# HOW DOES OHIO DEFINE GIFTED?

*“...Students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment...”*

*-- Ohio Revised Code 3324*



# HOW MANY STUDENTS ARE IDENTIFIED AS GIFTED?

*In the 2022-2023 school year, there were...*

**226,364**

*...K-12 students identified as gifted in Ohio's public schools.*

*Just over **15%** of Ohio's public school students are identified as gifted.*

*Every school district in Ohio educates students who are gifted.*

# OHIO'S GIFTED IDENTIFICATION CATEGORIES

Superior  
Cognitive

Specific  
Academic

Creative  
Thinking

Visual or  
Performing  
Arts



# GIFTED IDENTIFICATION IN OHIO



- Required for public school districts
- Criteria defined in Ohio law
- Approved assessments
- *Once identified, always identified*

# HOW MANY OHIO STUDENTS RECEIVE GIFTED SERVICES?

*In the 2022-2023 school year, there were...*

**147,143**

*...K-12 students were reported as receiving gifted services in Ohio's public schools.*

*This is **65%** of all identified students, or **9.8%** of all public school students. Approximately **90%** of all public district report some level of gifted services.*

# GIFTED SERVICE IN OHIO

- Not required by Ohio law
- Determined by local school districts
- Provided consistent with Ohio's gifted operating standards
- Guided by a Written Education Plan



# **EFFECTIVE AND INCLUSIVE PRACTICES FOR GIFTED EDUCATION**

# EDUCATIONAL GAPS

Belief Gap

Opportunity  
Gap

Achievement  
Gap

Excellence  
Gap

# STEPS TO OVERCOMING EDUCATIONAL GAPS AND CREATING MORE INCLUSIVE GIFTED PROGRAMS

1. Identify and remove barriers (“gaps” and “gatekeepers”)
2. Increase access and opportunities for identification and advanced learning experiences across the K-12 continuum
3. Build support and understanding for gifted education
4. Cultivate communication pathways between home and school and within and across the school community
5. Build cultural competency

# VIDEO: BE A TALENT SCOUT, NOT A DEFICIT DETECTIVE

Be a Talent Scout Not a Deficit Detective

<https://ncrge.uconn.edu/implications/>



# GIFTED IDENTIFICATION AND DIVERSE POPULATIONS



Some student groups are not easily identified through traditional assessment:

- Twice Exceptional
- English Learners
- Economic Disadvantage
- Cultural, Racial and Ethnic Diversity

Standardized tests are not error-free.



# STRATEGIES FOR INCLUSIVE GIFTED IDENTIFICATION

- Provide preparation programs prior to formal identification (front-loading) starting in Kindergarten
- Provide multiple opportunities for identification across the K-12 continuum
- Have a wide variety of assessments available
- Use assessment data to identify additional students for advanced education opportunities in every grade

# STRATEGIES FOR INCLUSIVE GIFTED SERVICES

- Eliminate and avoid unduly restrictive criteria
- Increase entry points for services across the K-12 continuum
- Provide front-loading, especially at transitions
- Look for additional opportunities for advanced learning
- Provide summer and after school enrichment opportunities



# BUILD SUPPORT FOR GIFTED EDUCATION

- Provide actionable data
- Provide high-quality professional learning:
  - See potential (“asset-based lens” vs. “deficit-based lens”)
  - Build cultural competency
  - Evidence-based advanced learning strategies
  - Ensure teachers have needed skills to alter the complexity and pace of the curriculum
- Increase communication across and within classrooms and buildings



# EARLY RECOGNITION AND INTERVENTION MATTERS

- The presence or absence of a talent is dynamic, not static.
- Gifts and talents need to be developed:
  - Without this, achievement becomes stagnant
  - The result is loss of student engagement and interest
- Appropriate educational interventions can change its trajectory.
- Early recognition improves the likelihood that gifts will develop into talents.

**Source:** *Nurturing Gifts and Talents, Susan K Johnsen, Gifted Child Today, Vol. 39, Issue 1 (2016)*



# **SUPPORTING GIFTED AND ADVANCED LEARNERS IN THE CLASSROOM**

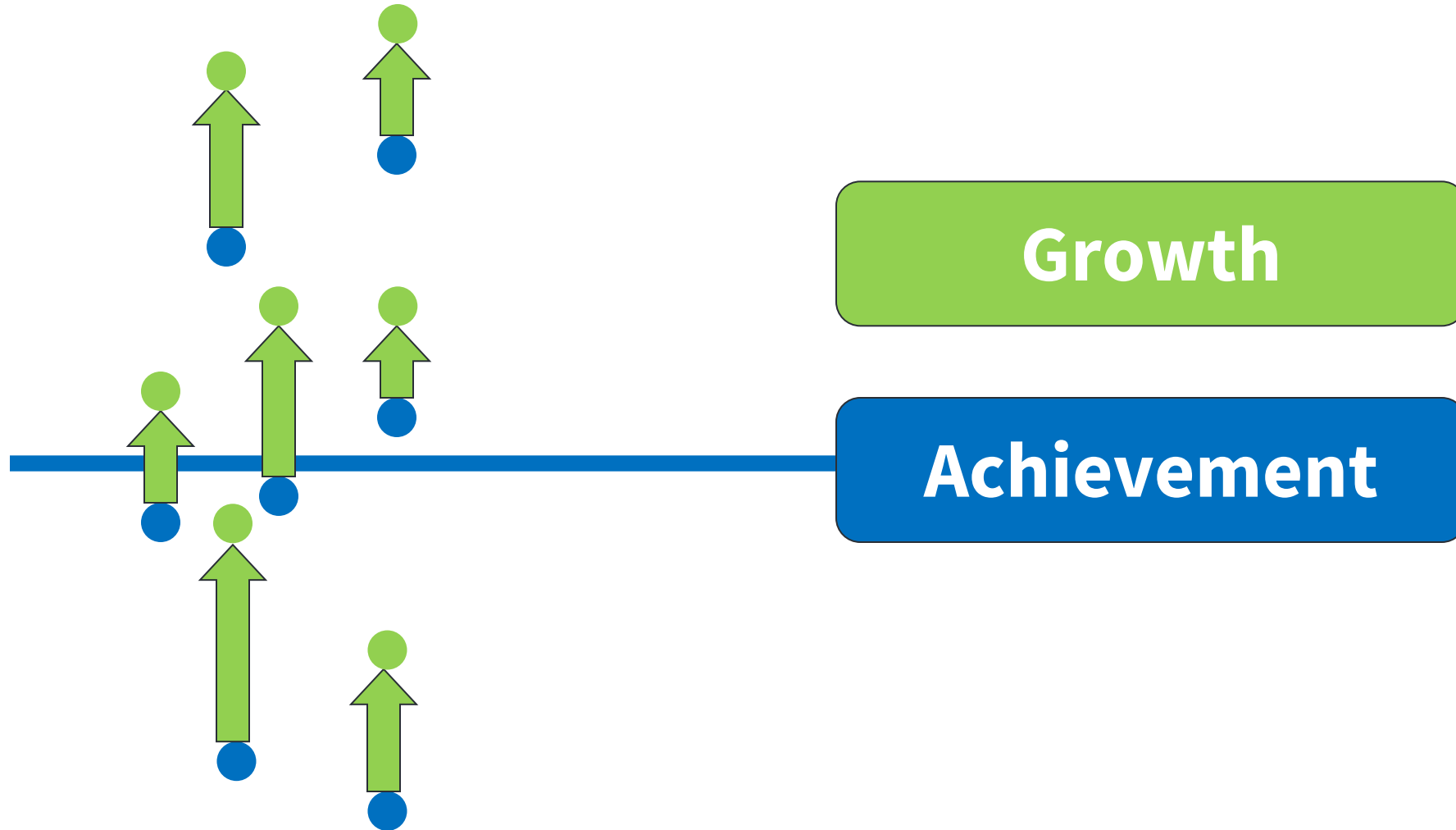


How do you know  
your students  
are learning?

# ACHIEVEMENT AND GROWTH

<b>Achievement</b>	<b>Growth</b>
<ul style="list-style-type: none"><li>• Measures performance at a single point in time</li><li>• Compares performance to a standard</li></ul>	<ul style="list-style-type: none"><li>• Measures progress between two points in time</li><li>• Compares student performance to their own prior performance</li></ul>

# Growth and Achievement: Understanding The Difference





# STOP AND THINK

Why aren't our gifted learners showing growth?

# GIFTED AND ADVANCED LEARNERS OFTEN:

- Start the school year having already mastered much of the content being presented
- Receive less attention from teachers
- Lack access to challenging content and curriculum
- Lack access to instruction appropriate for demonstrated readiness or pace

# PROVIDING APPROPRIATE INSTRUCTION FOR GIFTED AND ADVANCED LEARNERS

Ways to Adjust Instruction:

- Pacing
- Depth of Understanding
- Breadth of Content
- Complexity
- Abstractness



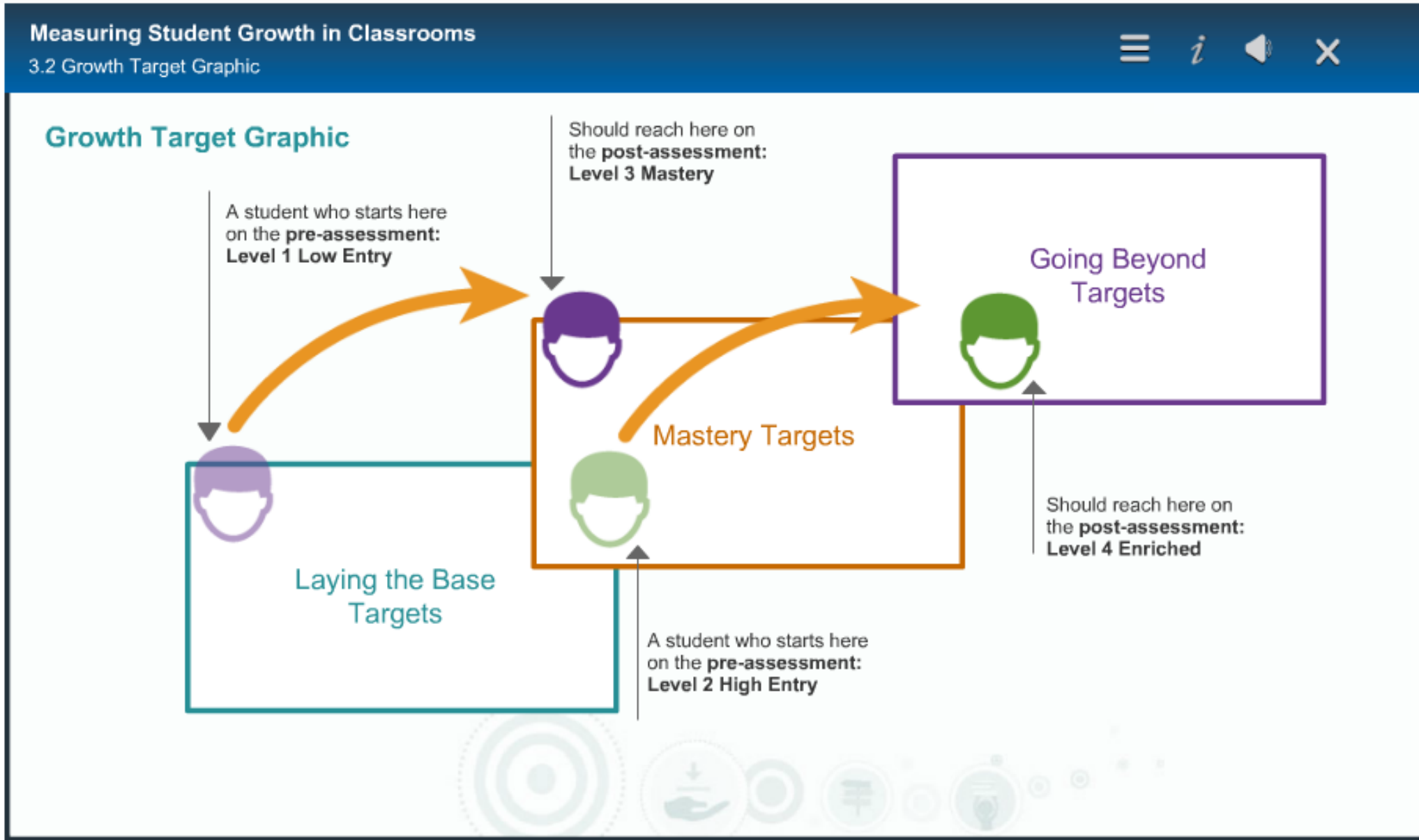
# CONSIDERATIONS FOR GROWTH

**Do gifted learners benefit from being in your schools?**

**Is instruction positively impacting learning for gifted learners?**

**What evidence is there of student learning?**

# LEARNING PROGRESSIONS



# LEARNING PROGRESSIONS AND CLEAR LEARNING TARGETS

**Formative Instructional Practices: Reaching Gifted Students**  
Creating Clear Learning Targets

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## Clear Learning Targets

If you want students to learn more material that goes farther than the original progression, you may add some Going Beyond targets. These targets may come from the next grade level.

**Going Beyond Targets**

8. I can write a reason for my opinion.

7. I can put space between my words when I write.

6. I can write the beginning, middle, and ending sounds in words.

5. I can write an opinion about a book or topic. This means I can write the book title and what I think or feel about it.

4. I can identify the front cover, back cover, and title page of a book.

3. I can name the title of a book.

2. I can state my opinion about a book or topic.

1. I know what an opinion is.

LEARNING TARGETS

← B →



# BENEFITS OF CLEAR LEARNING TARGETS

## Teachers

- Know what to teach and assess
- Know what learning activities to plan
- Focus on learning rather than coverage
- Provide a framework for analyzing, using, and monitoring learning
- Create a common starting point for teacher collaboration

## Students

- Understand what they are responsible for learning
- Understand and act on feedback
- Are prepared to self-assess and set goals
- Are able to monitor, reflect on, and share their own progress

## Families

- Support student learning at home
- Understand the grade report
- Focus discussions at conferences

**Source:** This information is adapted from the Department's FIP Module, available in the Learning Management System through the OH|ID Portal.



# CONSIDERATIONS FOR ESTABLISHING CLEAR LEARNING TARGETS



- What is the student's entry point for learning (baseline)?
- What data sources can I use?
- Are learning targets aligned to the standards?
- Where can I accelerate learning?
- Where do I need to provide additional support?
- How will I know the learning target is met?



# EVIDENCE OF STUDENT LEARNING

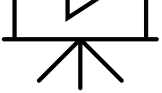
- Answers the question: *“How will you know when the student has met the learning goal?”*
- Gathered throughout the learning cycle
- Supports teachers to be able to provide the “right resources at the right time”
- Used to adjust teaching and learning targets
- Used to provide feedback to students

# CONSIDERATIONS FOR EVIDENCE OF STUDENT LEARNING

- Evidence of student learning can and should come in many forms (multiple and varied opportunities).
- The type of evidence used should match the type of learning being assessed.



# TEACHING AND LEARNING FOR GIFTED AND ADVANCED LEARNERS

- [Video: Thinking Through a Gifted Lens](#) 
- Students learn best in their Zone of Proximal Development
- Makes curriculum materials accessible for all
- Students learn best when the information is relevant and interesting to them

# PLANNING FOR DIFFERENTIATION

**Content**  
*(Access)*

**Process**  
*(Sense Making)*

**Product**  
*(Evidence)*

**Based on Student Interest and Readiness**

**Source:** <https://www.edutopia.org/blog/differentiated-instruction-ways-to-plan-john-mccarthy>

# DIFFERENTIATION BY CONTENT

- Students should be encouraged to move through content areas at their own pace.
- If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Gifted students benefit greatly from curriculum experiences that cross or go beyond traditional content areas.

# DIFFERENTIATION BY PROCESS

- Students need to be challenged by questions that require a higher level of response,
  - or by open-ended questions that stimulate inquiry, active exploration, and discovery.
- Keep in mind culturally responsive pedagogy and twice exceptional students.
- The classroom environment should be one that encourages students to question, exercise independence, and use their creativity.

# DIFFERENTIATION BY PRODUCT

- Project-based learning:
  - Should address real problems, concerns, and audiences
  - Synthesize rather than summarize information
  - Include a self-evaluation process

# ACADEMIC ACCELERATION

Whole Grade  
Acceleration

Single Subject  
Acceleration

Early Entrance

Early Graduation



# WHY ACCELERATION?

"Acceleration is a matter of educational equity. All children deserve the opportunity to develop their talents."

"Students given the opportunity to be with intellectual peers and work to their potential:

- Tend to have a more positive outlook on school,
- Maintain an interest in learning,
- Develop socially and emotionally, and
- Sustain a healthy self-concept"

-The Belin Blank Center

# MEASURABLE ACADEMIC GOALS AND THE WRITTEN EDUCATION PLAN

# WRITTEN EDUCATION PLAN (WEP)

- Primary tool for communication among stakeholders related to student learning in gifted services
- Required to count services for identified students in the Educational Management Information System (EMIS)
- Includes timeline for period reporting of progress
- Reasonable attempt for a parent signature
- Services should align with student's area(s) of identification

# ESTABLISHING MEASURABLE GOALS FOR THE WRITTEN EDUCATION PLAN

- Alignment to Ohio's Learning Standards
- Annual or semester goals
- Benchmarks for monitoring progress
- Establish clear learning targets

# SMART GOALS

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely



# DEVELOPING SPECIFIC AND MEASURABLE GOALS

The template below is helpful in establishing specific and measurable goals.

**By**  ,

**will**

**by**  **from**  **to**

**Using**

*\*Adapted from the American School Counselor Association Goal Template*

# IMPLEMENTING MEASURABLE GOALS

To effectively implement goals, it is important to identify:

- The student's entry point for learning as established by baseline data.
- Outcome data supporting the need for the goal.
- Supporting data to help understand the goal.
- Any systemic issues (e.g., policies or procedures) related to the goal.
- School programs or activities currently in place to address the goal.
- Possible interventions or strategies to address the goal.

*\*Adapted from Ohio Leadership Advisory Council Gifted Education Modules*

# MEASURING PROGRESS TOWARD MEETING WEP GOALS



- Establish concrete criteria for measuring progress toward the attainment of each goal you set.
- Answer the question: *How will I know when the goal is accomplished?*



# QUESTIONS?

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